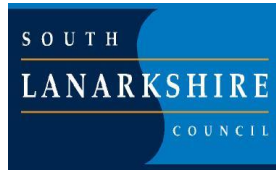


**Education Resources
Curriculum and Quality Improvement Service**

Establishment Improvement Plan 2019 - 2020

Biggar Primary and Nursery





**Education Resources
Curriculum and Quality Improvement Service**

Contents

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2. Establishment Strategic Improvement Plan
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5. Pupil Equity Funding Planning and Reporting

National Improvement Framework Key Priorities		
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		Skills for Learning, Life and Work
		Professional Learning
		Leadership (Change and Improvement)
Strategic Priorities 3 Year Cycle		
2019-2020 Development and implementation of PEF plan: Visible Learning, year 2 Self- evaluation using HGIOS4 & HGIOELC 3 rd year of cycle Audit against NIF drivers	2020-2021 Development and implementation of PEF plan: Visible learning, year 3 Self evaluation using HGIOS\$ & HGIOELC 1 st year cycle Respond to NIF action points Year 1	2021-2022 Development and implementation of PEF plan: Visible learning sustainability plan Self evaluation using HGIOS\$ & HGIOELC 2 nd year cycle Respond to NIF action points Year 2

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Strategic Priority 1: Improve attainment in literacy with a focus on writing

National Improvement Framework Key Priorities		
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Key Actions (How)	*Lead Person	*Timescale	*Comments
Staff training in Talk for Writing methodology (Non Fiction)	Graeme Scott	August-June	Training organised for P1-3- November 19 P4-7-February 20
Talk for Writing Leadership training	Graeme Scott/Claire Cutler	August -June	7/11/19 31/1/20 24/4/20
Continue to raise profile of writing within nursery and school	Graeme Scott/Claire Cutler	August –June Termly	Competitions Book making Author visits
Make links between Talk for writing and Visible learning through looking at specific strands of visible learning	Graeme Scott/Claire Cutler Impact coaches	August –June	

Operational Improvement Planning (Action Plan) for Establishment:

Session: 19-20

Strategic Priority 2: To address priorities raised in Visible Learning Evidence into Action audit against 5 strands.

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Key Actions (How)	*Lead Person	*Timescale	*Comments
Quality relationships	Impact coaches	Apr-Jan	<p>By end of Jan 2020 it will be evident that our learners are able to articulate that they are cared for, valued and that their teacher knows them as individuals.</p> <p>Nurture Training Lunch with teacher/HT Learning conversations Repeat of initial questionnaire and analysis of results Pass on purple pupil pastoral folders Paul Dix strategies</p>
Feedback	Impact coaches Jill Doyle- Visible Learning trainer	Jan- June	<p>February Inset- Feedback Peer visits Learning conversations Professional dialogue sessions Professional reading</p>

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Key Actions (from previous plans)		
<p>Continue development of school ground in nursery and school and focus on outdoor learning. (Involve parental playground committee)</p> <p>Continue tracking and monitoring and analysis of data (incorporating position statements, profiling, target setting, teacher use of SLC tool..)</p> <p>Continue to develop Swarm time, (Focus on Captains and Vice Captains) and pupil voice</p> <p>Final phase of implementation of Languages 1+2 (French throughout school and IDL approach to P5-7)</p>		

<p>Literacy</p> <p>PM benchmarking Assessment</p>	<p>Numeracy</p> <p>Number Talks Investigate standardized assessments- eg MALT</p>	<p>HWB</p> <p>Tracking and monitoring Nurture training Sex Ed Accreditation of achievements (community involvement) Revisit Anti bullying policy in light of new guidance</p>
<p>Nursery</p> <p>Continue development and implementation of Together We Can and We will Continue transition arrangements at all levels (P1- Play based learning -Deirdrie Grogan training, Jan- Jun) Investigate Froebel training (DHT & TL)</p>	<p>Self Evaluation</p> <p>Revisit rationale NIF audit Q's as per 3 year cycle</p>	

**Pupil Equity Fund
Planning and Reporting
2019-2020**

The Gap:

Please provide an overview of your school's poverty related attainment gap making reference to data.

Look at the 5 key indicators for closing the poverty related attainment gap:

Attainment, Attendance, Exclusion, Participation and Engagement.

What is the gap for these 5 areas? How does your data for SIMD 1-2 + FME compare with your data for SIMD 3-10 without FME.

Contextual Analysis:

The school roll for session 2018/19 is 234 over 9 classes, excluding the nursery. Of our 234 primary pupils, none lives in SIMD 1 or 2. The majority of our pupils (57%) live SIMD 7 and 90% of our pupils live in SIMD 7 or above.

9.4% (22) of pupils are in receipt of free school meals though there may be other children who are eligible but do not claim them.

Attainment:

According to our most recent analysis of teachers' professional judgement, children with FME are less likely to meet age and stage appropriate CfE levels in the following stages and areas of the curriculum:

- in reading the targeted group are performing better than those in the non-targeted group in all stages except P2 and P7
- in writing the targeted group are under performing compared to the non-targeted group in P2, P3, P4 and P7
- in talking and listening the targeted group are performing as well as or better than the non-targeted group except in P1 and P7
- in numeracy the targeted group are under performing compared to the non-targeted group in P2, P3, P4, P6 and P7

Attendance:

Attendance figures across the school for the past 6 years show that attendance has been slightly above both SLC and national average, sitting at about 95%. In 2018/19, those in receipt of free meals have an attendance average of 93.13%. Within that we have identified 2 pupils whose attendance is below this average (63.1% and 87.7%) and we will continue to track this closely in relation to attainment.

Exclusion:

Nil. For the past 6 years, there have been no exclusions.

Participation/ Engagement:

Staff report that there is no remarkable difference in participation and engagement between those with FME and those without. We will continue to monitor this using the Leuven Scale.

Outcomes and Measures	Intervention Description New Interventions – description and clear rationale Max 200 words	Intervention Theme			Organiser		Type of intervention				Continuation of 2017/18 Plans Y	Mid-Year Progress To be completed at Mid-Year Stage	Actual Impact To be completed at End of Year	
		Literacy	Numeracy	HWB	Learning & Teaching	Leadership	Family & Communities	School generated	Partnership/charity	Commercial Resource				Consultant
<p>Outcomes:</p> <ul style="list-style-type: none"> By end of Jan 2020 it will be evident that our learners are able to articulate that they are cared for, valued and that their teacher knows them as individuals. By Feb 2020 all of our learners can articulate what they are learning and how they know they will be successful (within literacy lessons) <p>Measures:</p> <ul style="list-style-type: none"> Ongoing conversations with our pupils and feedback from teacher/pupil lunches (exit pass when leaving lunch) Walkthroughs Comparative questionnaire results 	<p>Intervention 1:</p> <ul style="list-style-type: none"> Improving Learning and Teaching through visible learning Plus Programme Year 2 of 3 <p>Focus on: VLAT (Visible Learning into action for Teachers) 1 and 2 6 strands of nurture Quality feedback</p>				X	X					X	Y		
<p>Outcomes:</p> <ul style="list-style-type: none"> Rise in the number of targeted pupils achieving C1E level that is age and stage appropriate <p>Measures:</p> <ul style="list-style-type: none"> Further staff training Leadership training Classroom visits Jotter monitoring Learning conversations Moderation Working party led by literacy leaders to further develop writing programme Analysis of cold task v hot task in writing tasks Teacher professional judgement against benchmarks Pupil feedback/focus groups 	<p>Intervention 2:</p> <ul style="list-style-type: none"> Raising attainment in writing through embedding Talk for Writing methodology <p>Focus on: Non-fiction Delivery of writing taking into account strands of visible learning</p>	X			X	X				X	X	Y		

<p>Outcomes:</p> <ul style="list-style-type: none"> Targeted children to make progress in various interventions 	<p>Intervention 3:</p> <ul style="list-style-type: none"> Raising attainment in numeracy and literacy for targeted children through utilizing trained support staff 	X	X		X			X				Y		
<p>Measures:</p> <ul style="list-style-type: none"> Results from standardised assessments and assessments as prescribed by specific interventions 	<p>Member of support staff to continue working pattern of 5 days per week. Trained in specific interventions for literacy and numeracy employed to target individual children</p>													
<p>Outcomes:</p> <ul style="list-style-type: none"> Children to feel more nurtured and that staff know them as individuals 	<p>Intervention 4:</p> <ul style="list-style-type: none"> Developing health and wellbeing 													
<p>Measures:</p> <ul style="list-style-type: none"> HWB tracking Comparison of pre and post questionnaire Learning conversations 	<p>Nurture training Interventions as appropriate eg lego ABC Lunch with teacher/HT</p>													

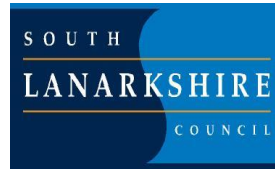
Sustainability:

Please outline how you plan to mainstream or exit initiatives if required to enable sustainability in the longer term.

It is difficult to plan even for the sustainability of Visible Learning Programme for year 3 and beyond as budget for PEF is unknown and could either increase or decrease. If the latter this would have a detrimental effect on plans for professional development of all staff in this area which is crucial to its success.

Also crucial to our work in raising attainment is the sustainability of the member of support staff we have paid for to deliver targeted interventions to children. If funding was not available the interventions would not be as successful. . Interventions that require a yearly subscription may also be more difficult to sustain but we have approached the Parent Council to ask for funding if required.

However, that said we are trying to plan for sustainability by ensuring that as many staff as possible are well trained in our universal approach to Visible Learning and support staff in delivering specific interventions such as 'Catch Up' and '5 Minute Boxes'.

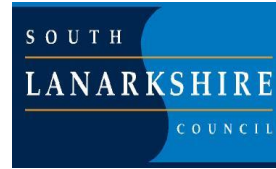


**Education Resources
Curriculum and Quality Improvement Service**

Learning Community Improvement Plan 2019-2020

Biggar Learning Community

Building Life Chances



**Education Resources
Curriculum and Quality Improvement Service**

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Overview of Biggar Learning Community 3 Year Cycle of Improvement Plan Priorities Sessions: 2019-2022

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<p>Strategic Priority</p>		<p>Intended Impact</p>		<p>How it will be Measured</p>		<p>Actual Impact</p>	
<p>Health and Wellbeing</p>		<p>To improve all children’s mental, social, emotional, and physical health and wellbeing. To further develop family learning in order to support and improve children and families health and wellbeing outcomes.</p>		<p>Feedback gathered from all stakeholders, eg questionnaires, focus groups, Boxall Profile, PASS, Wellbeing Indicators</p>			

Operational Improvement Planning (Action Plan) for Biggar Learning Community:

Session: 2019 - 2020

National Improvement Framework Key Priorities		
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		Leadership (Change and Improvement)

Strategic Priority 1: Improve the Health and Wellbeing of all stakeholders

Key Actions (How)	*Lead Person	*Timescale	*Comments
<p>To ensure shared understanding across the Learning Community of the 6 principles of nurture:</p> <ul style="list-style-type: none"> All staff, including Biggar High School representatives, to receive nurture training using Nurture UK Development of nurture base at Tinto Primary <p>To ensure children have the language to discuss their emotions:</p> <ul style="list-style-type: none"> Most schools will have staff trained in EmotionWorks <p>To continue to develop Healthy Schools programme To raise awareness of, and begin to implement, RSHP</p> <p>To investigate and develop how we will measure health and wellbeing of children</p> <p>To raise parental awareness of Health and Wellbeing approaches and developments throughout the Learning Community</p>	Head Teachers	August 2019 to June 2020	<p>FAIR educational resilience inventory?</p> <p>Shanarri wheel to assess annually – Heather?</p> <p>DoBe mindful: mindfulness online training and children's training</p> <p>99 Activities to nurture successful and resilient children by Susana Goncalves Vianax</p> <p>'Believe, Perform'</p>
Continue to Implement and Develop the Healthy Schools Programme	Establishment Head Teachers Lead teacher within each establishment	August 2019 - 2020	HGIOS 1.1 Self-evaluation for Self-improvement
Consider the development of a Learning Community approach to skills accreditation award	HT Biggar High School	August 2019 - 2020	

Also for Nursery Classes

Together We Can and We Will Building the Ambition Staff Professionalism	Establishment Head Teachers	by June 2020	
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Strategic Priority 2: Take forward the work of Systems Leadership

Key Actions (How)	*Lead Person	*Timescale	*Comments
Ensure a shared understanding of systems leadership linked to the empowerment agenda	Carole McKenzie and Anton Florek	September 2019	
<p>Head Teachers:</p> <ul style="list-style-type: none"> • Take responsibility for each others professional development, support and guidance through established Learning Community trios • Take responsibility for each others interrogation of data and VSE approaches through established Learning Community trios • Improve time management and efficiency using digital literacy through GLOW meet and webinars to connect with the centre and each other 	Head Teachers with support from Jill Pringle, Lisa Quinn, Karen McLeod	August 2019 – June 2020	<p>We need:</p> <ul style="list-style-type: none"> • Develop a common model of PDR • Training and support from Jill Pringle and Lisa Quinn • Opportunity to be part of a VSE team • Training, support and additional IT resources from Karen McLeod <p>Digital Literacy Coordinator (James Miller) from Education Scotland</p>
<p>Middle Leaders:</p> <ul style="list-style-type: none"> • Middle Leaders to have a series of meetings across the year to engage in professional dialogue in order to build relationships and develop a common approach to school improvement • Middle Leaders will improve learning and teaching by sharing good practice • Middle Leaders will work towards developing a Learning Community Teaching and Learning Policy 	Middle Leaders with support from Head Teachers	August 2019 – June 2020	<p>We need:</p> <ul style="list-style-type: none"> • Time and space for dialogue • Biggar High School staff to support, as required • Develop digital meets as a way to communicate and share good practice

National Improvement Framework Key Priorities					
National Improvement Framework Key Drivers		HGIOS 4 and Early Learning and Childcare Indicators		SLC Education Resources Themes	
<ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy; Closing the attainment gap between the most and least disadvantaged children; Improvement in children and young people’s health and wellbeing; and Improvement in employability skills and sustained positive school leaver destinations for all young people. 					
<ul style="list-style-type: none"> School leadership Teacher professionalism Parental engagement Assessment of children’s progress School improvement Performance information 	1.1 Self Evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnership 3.1 Improving wellbeing, equality and inclusion 3.2 Raising attainment and achievement Securing children’s progress 3.3 Increasing creativity and employability Developing creativity and skills for life and learning		Transform Learning and Teaching Implement Curriculum for Excellence Meeting the Needs of all Learners GIRFEC and Statutory Duties Skills for Learning, Life and Work Professional Learning Leadership (change and improvement)		
Key Actions					

